

**Update on the Quarterly Reports Submitted by  
Alliant International University  
Professional Services Division  
August 2009**

**Overview of this Report**

The final quarterly progress report was submitted by Alliant International University on July 10, 2009. This agenda item presents an update on the quarterly reports received from Alliant International University and the next steps for Alliant International University (AIU) in the Commission's accreditation system.

**Staff Recommendation**

This is an information item only.

**Background from Initial May 2008 and Interim November 2008 Visits**

Alliant International University (AIU) offers the following programs: Multiple Subject, with Intern; Single Subject, with Intern; Pupil Personnel Services, with Intern; and Preliminary Administrative Services. AIU's initial accreditation visit took place May 4-7, 2008. On June 19, 2008 the COA accepted the team's recommendation of *Accreditation with Probationary Stipulations*, approved seven stipulations and directed the CTC staff consultant and team leader to conduct an interim re-visit to assess the university's progress in meeting all standards and addressing the stipulations. The Stipulations are included in the matrix below. The COA made it clear that the interim re-visit team would also provide technical assistance to Alliant staff preparing for the November 2009 full-team re-visit. Since the initial May 2008 accreditation visit, AIU representatives have met with CTC staff to discuss preparations for the interim re-visit. An interim re-visit was conducted on November 9-11, 2008. Additional technical assistance in the form of in-person discussions, presentations, phone calls and e-messages has also been provided. In spring 2009 AIU changed the name of its Graduate School of Education to the Shirley Hufstедler School of Education. Mrs. Hufstедler is a former United States Secretary of Education and AIU feels that her ideals of educational quality, equality and access parallel those of the school of education at Alliant International University.

Addressing the Stipulations

Stipulations	Institutional Response
That the institution be required to provide evidence that all standards less than fully met are appropriately addressed and met within one year of the date of this action.	AIU submitted a plan to address the standards in August 2008. The November 8-11, 2009 full re-visit team will review all standards less than fully met. The re-visit team's findings will be considered during

	the January 2010 COA meeting.
That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, and local practitioners. The University must demonstrate the potential for assuring continuous program improvement in all credential program areas, including the alternative certification program.	The November 9-11, 2008 interim re-visit team confirmed that AIU has implemented a system-wide, comprehensive evaluation and assessment system that incorporates candidate data from the TPA and program data through curriculum and instruction assessment. AIU anticipates that this system will drive necessary programmatic changes. The November 8-11, 2009 Re-visit team findings will either confirm or deny that continuous program improvement in all areas takes place. This stipulation is also related to Common Standard 4, Evaluation.
That the institution provide a written plan to the Commission within 30 days, which addresses how the institution will address the stipulations. The institution will provide quarterly progress reports thereafter.	AIU submitted a plan to address the stipulations in August 2008. Quarterly Progress Reports were submitted on October 10, 2008, January 10, 2009, April 10, 2009 and July 10, 2009. Each report indicates that AIU continues to address the stipulations and the standards that were not fully met during the May 2008 visit.
That the institution receive an interim re-visit by the Commission and team chair within six months of the receipt of the action plan as well as a full team re-visit within twelve months of the interim re-visit. All credential programs, including all alternative certification programs, with attention to the Education Specialist and CTEL programs, are to be re-evaluated as well as the Common Standards at the time of the re-visit.	The interim re-visit was conducted November 9-11, 2008. The re-visit team recommended that one stipulation be removed (stipulation #6, related to the review of the Administrative Services program) one remains (stipulation #1), and the other five amended to indicate progress. The team also found that although the university has made progress in addressing the stipulations and meeting all standards, not all stipulations and standards are met. Based upon these findings, the re-visit team made a recommendation that the accreditation status, <b><i>Accreditation with Probationary Stipulations</i></b> , remains unchanged. On January 15, 2009 the COA accepted the interim re-visit team's accreditation recommendation. The AIU full team re-visit is scheduled for November 8-11, 2009.

<p>That all credential candidates be informed of these findings within sixty (60) days of the COA action must be submitted to the Commission within thirty (30) days of this action. All applicants are to be informed of the accreditation status until such time it is changed.</p>	<p>AIU reports that all applicants and candidates are informed of the university's accreditation status. A letter identifying the accreditation status was mailed to all candidates in September 2008 and continues to be mailed to applicants.</p>
<p>That Alliant International University must complete the initial program review process for their Preliminary Administrative Services preparation program.</p>	<p>The initial review of the revised AIU Administrative Services program was completed August 6, 2008. This stipulation was removed January 15, 2009.</p>
<p>That AIU</p> <ol style="list-style-type: none"> <li>Must notify all candidates who began coursework in the Preliminary Administrative Services credential program prior to September 1, 2006, by letter, that they must complete the program by August 31, 2008 in order to be recommended by the institution. A list of those candidates and a copy of the letter must be received by the Commission by July 15, 2008.</li> <li>Must notify all candidates who began coursework in the Preliminary Administrative Services credential program after August 31, 2006, by letter, that the program is not currently approved by the Commission on Teacher Credentialing and they may not be recommended for credential. A list of those candidates and a copy of the letter must be received by the Commission by July 15, 2008.</li> <li>May not admit any new candidates to the Preliminary Administrative Services program until the revised program is approved by the COA.</li> </ol>	<p>A list of the Administrative Services program candidates was received and all Administrative Services students have been notified of the AIU accreditation status. A letter notifying candidates of the newly approved preliminary Administrative Services program was mailed to Administrative Services candidates in January, 2009. The letter advised candidates that there may be new requirements and that advising would be provided. A copy of the letter was submitted by Alliant to Commission staff in May 2009.</p> <p>AIU reports that no new students were admitted to the AIU old Administrative Services Program in fall 2008.</p> <p>Since the November 2008 interim re-visit, all candidates who were in the old Administrative Services credential program have matriculated to the new approved credential program. In its July Quarterly Progress Report, AIU reports that there is one applicant for spring 2009 and no applicants for fall 2009 admission to the Administrative Services program. Due to the low number of candidates, Commission staff suggested that AIU considers submitting a request to change the program</p>

	status to inactive. AIU has decided not to request an inactive status and will, instead, increase recruitment efforts for the program.
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### Addressing the Common Standards

Common Standard 2 Resources: AIU reports that they have changed their technology delivery system from Blackboard to MOODLE. System wide, faculty, staff, adjuncts, online instructors and students are being trained in the new system and will receive technology support as needed. 24/7 support is not yet available and AIU technology staff is working to establish this level of support.

AIU has the following new hires:

- An administrative assistant to support the Hufstedler School of Education.
- A credential coordinator has been added to assist the Los Angeles campus Director of Training in the administration of the Pupil Personnel Services: School Psychology program.
- Two new faculty for the San Francisco campus, one for San Diego and two new faculty will provide leadership in Los Angeles. All will support the Multiple and Single Subject Credential programs.
- One new hire to assist with the Educational Leadership and Management Program. This program includes doctoral students and also houses the preliminary Administrative Services credential program (PASC). Since there is only one PASC program candidate for spring 2009 and none for fall 2009, the current PASC credential coordinator will continue to coordinate the program. As candidate numbers increase, a qualified individual will be hired to coordinate the PASC program.

Common Standard 4 Evaluation: Please see information included for Stipulation 2. Additionally, AIU reports the following:

Multiple & Single Subject Credential Programs:

- The Curriculum Action Committee will consider input from the Teacher Education faculty, TPA data and evaluative data collected from mentors and interns to make suggestions for necessary programmatic changes.
- AIU has formed an office that gathers, analyzes and reviews all student faculty and curriculum data, as well as evaluative data from partners. That office then forwards evaluative data to the Curriculum Review & Design Committee. This committee is charged with making recommendations to the Program Directors and faculties for changes, revisions and updates to the curriculum and course syllabi. These recommendations and considerations are used to affect future

training and professional development activities and programs for program administrators, faculty, staff, and field supervisors. These changes put into place ‘best practices’ that inform teaching and program delivery which is passed on to our candidates.

- Each credential program has established a structured assessment plan that gathers evaluative data, which is evaluated and analyzed to inform our programs and practice.
- Each credential program has established, at a minimum, system wide monthly departmental meetings.

#### Pupil Personnel Services: School Psychology Update:

- The Systemwide School Psychology Advisory Board provides consultation and feedback to the Campus Program Directors. This feedback will directly impact future program planning. Additionally, evaluation instruments have been revised and data are currently collected from relevant constituency groups. These data will be used to inform programmatic changes.

#### Administrative Services Update:

- AIU reports that it has established an Advisory Committee, which has met 3 times since fall 2008.
- Established a portfolio evaluation system for candidates.
- Developed program evaluation documents for candidates, site supervisors, and employers (to be distributed summer 2009 following first new group of candidates who will complete the approved PASC program).
- Program Director and Advisory Committee will review program documents in summer 2009 to recommend appropriate action/follow-up which may result in programmatic changes.

Common Standard 7 School Collaboration: AIU reports that all programs have established system-wide advisory councils for their respective programs. The advisory councils have conducted initial meetings and are scheduled to meet quarterly and make recommendations for program improvement, as well as affirm effective program practices. The Teacher Education program has begun to reach out to school districts with which they have MOU’s and meet regularly with district new teacher support personnel. The advisory council is also charged with bringing recommendations from the community and local schools/districts identifying targeted needs in educator preparation. The re-visit team confirmed that AIU has a relationship with several area schools and that AIU faculty serves on local school district advisory boards.

Common Standard 8 District-Employed Field Supervisors: AIU reports that District Employed Field Supervisor, or mentor as referred to by AIU, training occurs three times each year and that supervisors receive weekly electronic training and communications from AIU. A system of co-observations with the mentor coordinator has been

established to support new mentors and mentors working with interns in crisis. Each campus also has a field supervisor coordinator who works with local districts to facilitate collaboration between the district support supervisor and university field supervisor/mentor. The interim re-visit team confirmed that AIU has hired a Mentor Coordinator for the Multiple and Single Subject programs and that efforts to ensure that teacher education candidates have an onsite mentor that is appropriately credentialed are in place.

## Addressing the Program Standards

### Multiple Subject, with Internship Single Subject, with Internship

AIU reports that all teaching credential candidates are seamlessly incorporated into their teacher preparation programs. Certification expectations for all candidates are based upon their certification path (traditional candidate, intern and Early Completion Option intern, or ECO intern). Certification requirements for traditional candidates and interns are clearly described and available online. Program requirements for each certification path are mailed upon request to program applicants. ECO intern candidates complete the Teaching Foundations Examination and a clearly defined series of seminars and workshops that allow them to practice the TPEs.

All candidate evaluation instruments, data collection documents and syllabi are aligned with and place a focus on the TPEs. Course Readers that serve as a crosswalk between theory and practice have been developed and aligned with TPEs. The Readers are utilized as a basis for instruction and helps ensure the incorporation of opportunities to both study and practice the TPEs.

A Teacher Education Advisory Board that supports the programs has been established and meets three times per year.

A database system that identifies all program candidates, the number of candidates and their certification paths has been established. Internal database and admissions codes have been adjusted and aligned to facilitate clear reporting of candidate enrollment numbers for each certification path.

Communication logs have been developed so that meetings between field supervisors and IHE faculty are documented.

Training for support providers, mentors and adjunct faculty has been revised to ensure extensive training in TPEs and targeted training in the TPA.

### Addressing Specific Program Standards:

#### PS 5: Equity, Diversity, and Access to the Core Curriculum for All Children

Supervisor evaluations now contain an element which measures their support of candidates in the area of gender issues and pedagogy. This training is also included in the August training that is provided for district supervisors. Additionally, training in multiculturalism, which addresses issues such as gender, race and ethnicity, is provided for faculty members.

#### PS 6: Opportunities to Learn, Practice and Reflect on Teaching in all Subject Areas

All AIU campuses now require the TPA. All Alliant sites are supported by a faculty member who has been trained as a TPA coordinator. The coordinator ensures that training takes place and that there is an awareness of and compliance with TPA

standards. Additionally, the Curriculum Committee is currently reviewing syllabi and making necessary revisions to include formative and summative assessments in courses.

PS 7A: Multiple Subject Reading, Writing and Related Language Instruction in English and

PS 7B: Single Subject Reading, Writing, and Related Language Instruction in English  
AIU reports that effective reading strategies are incorporated into the seminar capstone course. Supervisor training has been revised to target reading instruction and to ensure selection of master teachers who are experienced in the delivery of reading comprehension, fluency and assessment. Criteria are established for field placements and field experience placements are researched and supported by AIU. Interaction between university supervisors and master teachers is documented.

PS 8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject Candidates

AIU reports that the Curriculum Committee will review and revise syllabi to ensure that candidate activities are related to the TPEs. The Curriculum Committee is also reviewing multiple subject method courses to ensure that each addresses curriculum frameworks and academic content standards.

PS 8B: Pedagogical Preparation for Subject-Specific Content Instruction for Single Subject Candidates

The Curriculum Committee is reviewing and revising the content of the integrated course to ensure clear outcomes based on the subject-specific area of focus.

PS 9: Technology

The Curriculum Committee is currently reviewing the content of all technology courses. Syllabi will be revised to ensure that coursework includes required content.

PS 15: Learning to Teach Through Supervised Fieldwork

AIU reports that candidates have multiple supervisors inclusive of their Alliant supervisor and several district supervisors. Each candidate is assigned a university support provider who meets with them on multiple occasions during the semester for observation, coaching, planning and evaluation. Documentation of interactions is extensive and formatted within the TPE framework.

PS 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors

Supervisors receive training in August, January and May/June. Co-observations with the supervisor coordinator are frequent. Evaluation of supervisors' effectiveness is both informal, through the coordinator, and formal. Evaluation takes place twice per semester. Training has been developed to ensure targeted training, with a clear focus on the TPEs, at least three times each academic year. This training is also supported by a weekly training newsletter.

PS 18: Pedagogical Assignments and Formative Assessments



AIU reports that the TPA Coordinator also works collaboratively with the San Diego teacher education program director, who is a trained TPA assessor, to ensure delivery of TPA training to San Diego and Los Angeles faculty and mentors. The August supervisor training targets the TPEs integration into their work with candidates and evaluation of candidates.

#### Standard 19: Assessment of Candidate Performance

Training of adjunct faculty and supervisors targets the TPEs integration into candidate assessment and activities. AIU has identified TPA resource people who provide support and TPA information to all campuses.

#### Pupil Personnel Services: School Psychology with Internship

Please see the response to Common Standard 2 about the new hire for the PPS program.

#### Addressing Specific Program Standards:

##### PS 1: Program Design, Rationale and Coordination

AIU reports that adjunct faculty meetings began in fall 2008. These faculty meetings allow for feedback concerning the changes implemented by the Curriculum Coordination Task Force as well as the increased use of technology as a part of the classroom instruction. The adjunct faculty also have an opportunity to interact with fellow faculty members inside and outside of their respective areas of expertise. Lastly, the creation of the Curriculum Coordination Task Force, in which a representative from each campus collaborates with one another to generate a master syllabus, insures that each course taught within the PPS program is consistent across campuses. This same process also insures that there is no significant overlap of material covered from class to class on a single campus.

##### PS 10: Consultation

The Curriculum Coordination Task Force has completed its tasks and the new syllabi are being disseminated to PPS faculty across all campuses.

##### PS 11: Learning Theory and Educational Psychology

Faculty for PPS 6026, Applied Social Psychology in Educational Settings; and PPS 6009, Child Through Adolescent Development are will increase exposure to learning theory and cognition in their respective classes. Additionally, the content of the assessment sequence is now more uniform and consistent across campuses and will address the application of learning theory and cognition to the psycho-educational assessment/intervention process.

##### PS 15: Technological Literacy

Technology is now infused into the classroom experiences of faculty and candidates. PPS credential candidates are being exposed to statistics within the context of PPS 6025, Methodology of Educational Research as well as PPS 6019, Program Development and Evaluation including SPSS and Excel. I AM AWAITING CLARIFICATION ABOUT THIS ONE.

#### PS 21: wellness Promotion, Crisis Intervention and Counseling

The instructors of PPS 6022, School Safety, Violence Prevention, and Crisis Intervention; PPS 6003, Practicum; as well as PPS 6019, Program Development and Evaluation will place a focus on providing students with training and exposure in crisis intervention and violence prevention, and school safety practices.

#### PS 25: Practica

Syllabi associated with practicum courses have been standardized to provide uniformity across the four campuses in the training designed to provide guided experiential experiences to PPS candidates.

#### PS 26: Culminating Field Experience

Culminating field experiences have been standardized across campuses and are delineated in the Internship Handbook. Content covered in the Handbook include:

- Responsibilities for the candidate, university field supervisor, as well as site supervisor/district personnel
- Candidate competencies
- Contracts/Agreements
- Evaluation forms
- Hour Log Forms
- Exit Interview Packet

### Preliminary Administrative Services

AIU cites the August 6, 2008 COA approval of the preliminary Administrative Services credential program as progress toward meeting the program standards. The program has a clear rationale and design. All course syllabi are current, instructional leadership is embedded throughout the courses and candidates complete an electronic portfolio. Portfolio field activities are based upon the California Professional Standards for Educational Leaders (CPSEL). Candidate performance is assessed in every course as well as in the field and the portfolio. Field supervisors meet regularly with candidates and site supervisors.

#### Addressing Specific Program Standards:

##### PS 3: Development of Professional Perspectives

While Alliant no longer retains the students' portfolio binders (candidates want these for interviews), the evaluations of the portfolios are kept (in addition to the electronic portfolios). Each course has a 3-5 page suggested weekly lesson plan (approved by the COA), built on performance and assessment standards. Multiple measures of assessment have been developed for candidates including portfolio, midpoint, final candidate evaluation, self-assessments, and end of course evaluations.

##### PS 7: Nature of Field Experiences

AIU field supervisors meet with the site supervisors to provide training and to walk them through the AIU Site Supervisor Handbook. Candidates are required to have field

experience at two levels. Within the coursework, candidates are provided opportunities to discuss and plan for long-term policy issues such as budget development and yearlong professional development plans.

**Next Steps:**

AIU has a full team re-visit scheduled for November 8-11, 2009. The revisit will include a review of AIU's progress in removing the stipulations and meeting all standards and an initial review of the CTET and Education Specialist programs. The report from the re-visit will be presented to the COA at its January 2010 meeting.